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ABSTRACT

This unit focuses on California's growth as an agricultural and industrial power in the 20th century and includes the impact of key people and key historic events. The unit is divided into 4 overlapping topics and should take 10 weeks to implement. Students examine how California became a power by tracing the transformation of the California economy and its political and cultural development since the 1850s. Students learn about their family's migration to California. They investigate the development of California's water systems and the role water has played in California's growth. Students look at the effects of three historic events on California's economic growth: the Great Depression, the Dust Bowl, and World War II. Students study the development and location of new industries in California since the turn of the century and their effects on the state's economy. They select more than one information source, read maps, study demographics, and analyze resources to add details to graphic organizers. The lesson plan discusses the significance of the topic; presents focus questions; gives literacy links; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." The assessment is integrated with the instruction and occurs throughout the lesson. Focus questions provide a framework for the evaluation. Extended/correlated activities are suggested. (Contains extensive resources for the sample topic. Additional materials are appended.) (BT)

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ED 462 339

CALIFORNIA History-Social Science
Course Models

California – Becoming an Agricultural and Industrial Power

Grade 4 Model Lesson for Unit 3, Standard 4.4

Developed by Jane Freet and Dr. Priscilla Porter with Dr. Clark Davis and Dr. Laura Wendling

SO 033 567

2001

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Standard 4.4: California – Becoming an Agricultural and Industrial Power

Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's, in terms of:

1. the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad, including the contributions of the Chinese workers to its construction
2. how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco) and economic conflicts between diverse groups of people
3. rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)
4. the effects of the Great Depression, the Dust Bowl and World War II on California
5. the development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin
6. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs
7. the history and development of California's public education system, including universities and community colleges
8. the impact of 20th century Californian's on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne)

Suggested Time for Standard: 12 weeks

Sample Topic for Standard 4.4: Suggested Time: 10 weeks

Water systems of California; the effects of the Great Depression, the Dust Bowl, and WWII; key industries of aerospace, electronics, agriculture, oil and automobile, communications and defense, and entertainment

Developed by Jane Freet, Capistrano Unified School District and Dr. Priscilla Porter in conjunction with Dr. Clark Davis, California State University, Fullerton and Dr. Laura Wendling, California State University, San Marcos under the auspicies of the Orange County History-Social Science Project at California State University, Fullerton and the California State Department of Education.

Significance of the Topic

The focus of this unit is on the growth of California in the 20th century as an agricultural and industrial power, including the impact of key people and the effect of key historic events. The unit has been divided into four overlapping topics. Initially, students will learn about their family's migration to California and they will graph the population growth of the state. Secondly, students will learn about the development of California's water systems into a network of dams, aqueducts and reservoirs and the role water has played in California's growth. Thirdly, students will look at the effect of three key historic events on the economic growth of California: the Great Depression, the Dust Bowl, and World War II. Finally, students will study the development and location of new industries, (aerospace, electronics, agriculture, oil, automobile, communications, defense, entertainment) in California since the turn of the century and how they have transformed California's economy. (Refer to the Focus Questions listed on page 3.)

An analysis of Standard 4.4 shows that it covers over 150 years of California's history from the "Pony Express" to "John Wayne." This "sample unit" is designed to cover only a portion of the standard. Unifying graphic organizers (Appendices 6, 10 and 11) have been designed to follow the same format for each of the subtopics listed above. Students research and record factual details related to the geographic location in California, significant dates, key people, the "why" (cause), and the "impact" (effect). For each of the subtopics, the question is asked, "How did _____ help California become an agricultural and industrial power?"

Throughout the unit, students draw from more than one source of information, read maps, study demographics, and analyze resources in order to add details to the graphic organizers that organize information so students can analyze how these key topics had an economic impact on California. According to the time available, the class may study each of the key topics or cooperative groups may study parts of each topic and report on their research to the entire class.

Extensive use has been made of the Language Arts Standards. Throughout the unit, students will place events in sequential-chronological order and will identify cause and effect relationships. They will work in groups to conduct research using multiple reference materials, including the internet if available. Students will learn how to skim reading material to search for specific information; take notes on graphic organizers; write multiple paragraph compositions using their notes; and, organize and deliver their information orally. Finally, students will participate in a 'living history' museum as a culminating activity. Refer to the Literacy Links on pages 3-4 for a detailed list of the language arts standards included in the unit.

Fourth grade classes have traditionally studied the history of California up to the Gold Rush and in some cases, statehood. Due to time restraints, few classes have focused on the growth of California from the 1880's to today. This standard deals with California's recent history that, in fact, is as relevant to the students of today as its early history. Students are able to understand the necessity of water and are able to understand its role in the growth of modern California. The gold rush metaphor that 4th graders are so familiar with can be applied to many of California's economic bonanzas of the 20th century. The aerospace boom in the 1960s, Hollywood for the last century and more recently Silicon Valley have been dominated primarily by people who grew very rich very fast. Students can view in their own lives the impact of the growth of California's major industries.

Focus Questions:

1. Who are the "People" of California? Where did they come from? What is the population of California and how has it changed during the 20th century?

2. Where do Californians get their water? How did California develop into a network of dams, aqueduct and reservoirs? How has water helped California develop into an agricultural and industrial power?

3. What effect did key historic events such as World War II, the Great Depression and the Dust Bowl have on California's growth as an agricultural and industrial power?

4. How have each of the following industries – aerospace, electronics, commercial agriculture, oil and automobile, communication and defense, and entertainment helped California become an agricultural and industrial power?

Literacy Links: The following skills from the Grade 4 Language Arts Standards are included.

Reading

- Use appropriate strategies to "preview" or "skim" text to locate information
- Make and confirm predictions about text by using ideas presented in the text, including illustrations, titles, topic sentences, and key words
- Locate information in reference texts by using organizational features such as prefaces and appendices, table of contents, and indexes
- Read a variety of texts including narrative, informational, and biographies
- Identify structural patterns found in informational text, including cause and effect and sequential-chronological order
- Distinguish between cause and effect in expository text
- Construct and read maps, charts and graphic organizers
- Develop content specific vocabulary

Writing

- Create a multiple paragraph composition that
  - Provides an introductory paragraph
  - Establishes and supports a central idea with a topic sentence at or near the beginning of the first paragraph
  - Includes supporting paragraphs with simple facts, details and explanations
  - Concludes with a paragraph that summarizes the points
  - Draws from more than one source of information (speakers, books, newspapers)
  - Capitalize proper nouns
- Indent paragraphs properly
- Follow stages of the writing process and revise selected drafts to improve coherence and progression by adding, deleting, combining and rearranging text
- Write short biographical sketches to describe accomplishments of prominent individuals
- Construct and label a three-dimensional time line and a Living History Museum exhibit

Speaking and Listening

- Summarize major ideas and supporting evidence in formal presentations that
  - Frame a key question
  - Contain facts and details for focus
  - Draw from more than one source of information
- Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas
- Emphasize points to assist the listener/viewer in following ideas
- Use details and examples to explain or clarify information
- Use appropriate volume, pitch, phrasing, pace and gestures expressively to communicate meaning
- Portray a "Living History" character and summarize major ideas of their exhibt

A
Beginning the Topic

Focus Question: Who are the "People" of California? Where did they come from? What is the population of California and how has it changed?

When and how did my family (or other families) come to California?
On a world map have students locate where they or their ancestors lived before coming to California. Students write their names on small paper pennants and pin each to the place of their family's origin. Use colored yarn to connect the place to their current residence in California. Indicate with different colored pennants any students whose ancestors have lived in the area since California became a state in 1850.

To deepen the student's understanding, have them interview family members of their extended family or a neighbor family to determine when and why they came to California. For those students whose families have lived in the area as far back as they can recall, have them interview a friend or neighbor to determine when their family first came to the region. Decide how information will be recorded. Work with students to develop appropriate interview questions: (Refer to Appendix 1 for a sample interview form.)

- When did you, your parents or your ancestors come to California?
- What language(s) did they speak?
- How did they arrive in California?
- Why did they come to California?
- How did they earn a living?
- What adjustments had to be made to live in California?
- Are there any interesting family stories about the move to California?

Chart the information gained from the interview, including the country of origin, languages spoken, and date of arrival in California. Discuss the results.

What are some of the major reasons for emigration and immigration to California? Based upon the interviews and personal experience, work together as a class to list reasons why people emigrate. Discuss why people choose to leave their homes to move to a different state or country.

The Population of California

Display the following demographics about the growth of population in California (Appendix 2.)

1940	6,907,387
1950	10,586,223
1960	15,717,204
1970	19,971,069
1980	23,667,764
1990	29,760,021
2000	

Have students analyze the data on the chart. Note that California's population has grown greatly since 1940. Ask students to predict any reasons for the change in the population. Ask how they think this change in population has this affected California?

Construct a Population Bar Graph

Have each student construct a bar graph to show the changes in California's population from 1940 to 2000. First, give the bar graph a title, "Population of California 1940 to 2000." Across the "x" axis (bottom) of the graph, place each of the years 1940, 1950, 1960, 1970, 1980, 1990 and 2000. On the "y" axis (left column) of the graph, write the population figures ranging from 1 million to 35 million. Use increments of 5 million. Have students predict what they think will happen to California's population during the 21st century and explain their predictions.

Optional activities:

Help students research the population of California for each decade from 1860 to 1940 and for the 2000 census. Adjust the figures on the "y" axis of the graph to accommodate data from 100,000 all the way to 30 million!

1850	92,597		1900	1,485,053
1860	379,994		1910	2,377,549
1870	560,247		1920	3,426,861
1880	864,694		1930	5,677,251
1890	1,208,130		1940	6,907,387

The population from 1850 to 1900 from the United States Census of 1900 is available at http://www.newadvent.org/cathen/03170a.htm A population graph showing data from 1900-2000 can be found at http://www.fairus.org/html/042cacbu.htm This site also includes population projections for the future.

Locate population data for your community. What is the first year the data is available? How has the local community changed over time? (Note: Check the web site for your community to see if the population data is available. City Hall is another source for the data.)

Who comprises the "Faces of California?" Drawing from the work of this section of the unit, have students create a mural entitled "Faces of California" which highlights the many cultural and economic contributions of the diverse populations which have transformed California from the Gold Rush through recent immigrants.

B
Developing the Topic

Chronological Timeline

Note: Construct this chronological time line in advance of the following activities.
A key structural pattern found in informational text is that of sequential-chronological order. During this unit, many names, events and dates are mentioned. It is important to help students build a scaffold upon which to place these names, events and dates.

Using butcher paper, construct a **large** timeline (at least 5 feet long) upon which you place the dates listed below. Record each of the focus questions with their subtopics on the left of the time line (Appendix 3.)

Chronological Timeline

	1850	1880	1910	1940	1970	2000
New Comers to California						
Water: • Imperial Valley • LA Aqueduct • Hetch Hetchy • California Aqueduct						
Historic Events • Great Depression • The Dust Bowl • World War II						
Industries: • Aerospace • Electronics • Agriculture • Oil/Auto • Defense • Entertainment						

Change is All Around Us

Have students briefly work in groups to create a list of any changes they have witnessed at your school during the time that they have been students – new portable buildings, change in teachers or principal, older students leaving and new kindergartners beginning, etc. Student groups can share their lists with each other. If desired, expand the conversation to discuss change in your local community. Refer back to the changes notes in California's population that were noted during the previous bar graph activity.

California – the 20th Century – a Changing State

Explain to students that in this unit we will study about some of the changes that have occurred during the 20th century that have helped California become an agricultural and industrial power.

Duplicate for each student a copy of *What Do You Know about California in the 20th Century?* (Appendix 4.) Ask selected students to read each of the focus questions orally to the class. Create 4 large class charts, one for each of the focus questions.

1. Who are the "People" of California? Where did they come from? What is the population of California and how has it changed?

2. Where do Californians get their water? How did California develop into a network of dams, aqueduct and reservoirs? How has water helped California develop into an agricultural and industrial power?

3. What effect did key historic events such as World War II, the Great Depression and the Dust Bowl have on California's growth as an agricultural and industrial power?

4. How have each of the following industries – aerospace, electronics, commercial agriculture, oil and automobile, communication and defense, and entertainment helped California become an agricultural and industrial power?

Startling Statements

Duplicate one copy of *Startling Statements About California in the 20th Century* (Appendix 5.) Cut each of the statements apart and distribute one statement to each student. After reading their statement silently, have students meet in cooperative groups to share their statement.

In their groups, have the students review the questions on *What Do You Know about California in the 20th Century?* (Appendix 4.) Working together in their group, have students match each of their group's "startling statements" with one of the questions. (Note: Alert students that some statements can go with more than one question. For example, "A migrant worker is someone who moves from place to place with the seasons, harvesting crops" could go with the "People of California" or with "Agriculture." There is no correct answer. The activity is to serve as a discussion starter and to illustrate that there is an overlap among the topics of this unit.)

Sharing the Startling Statements

Read the first focus question. Ask students if they have "Startling Statement" that goes with the "People of California." Have those students read their statement to the class. If there is a date on the statement, have each student place his/her "startling statement" on to the chronological time

line in the approximate location. Statements that have no dates can be put on the side of the time line. Continue until all of the "Startling Statements" have been sorted. As the unit progresses, add additional information to the time line.

Suggestions for the Teacher on How to Proceed
To complete the rest of the "Development" section of the unit, it is recommended you have the entire class work together on each of the focus questions. If your time is limited, the class may be divided into groups, with each group being responsible for one section of each focus question. For example, each group can study a different water system of California and then share their information with the rest of the class.

Focus Question: Where do Californians get their water? How did California develop into a network of dams, aqueduct and reservoirs? How has water helped California develop into an agricultural and industrial power?

Display the following graphic organizer (See Appendix 6) on the overhead projector or a large sheet of butcher paper. Duplicate a copy for each of the students.

Development of California's Water System

	Location	When? (Key Dates)	Why? (Cause)	Key People	Impact (Effect)
Imperial Valley					
Los Angeles Aqueduct (Owens Valley)					
Hetch Hetchcy Aqueduct					
California Aqueduct					

General Discussion of the Topic
To pre-access student's knowledge of the topic, begin by asking them where they get their water. Discuss tap water, bottled water, wells, water fountains, lawn sprinkler systems, showers, etc. This is a good time to also teach the water cycle. Find out what the source is of the water supply in your local community.

Review some of the Startling Statements presented earlier in the unit. Record any information from the fact statements that fit into any category on the organizer. Ask, "How can we find out more information about these water systems to add more information to the organizer?"

Textbook Walk
Assign each of the classroom groups to one of the water systems of California. Depending upon the number of students, two or more groups may share the same water system. Using the

California history textbook available to your students, ask them to refer to the Table of Contents and the Index to locate their topic. Demonstrate how to use appropriate strategies to "preview" or "skim" through the text when reading to locate specific information. Include illustrations, titles, topic sentences and key words as clues. The objective is to locate sections of the text related to their topic. Have each group share what they found with the rest of the class. If desired, note specific page numbers on the graphic organizer.

Gallery Walk (Optional dependent upon the resources available. Check with your local water retailer for resources they have to teach about water issues in California. Refer to Appendix 7 for a brief description of the California Aqueduct.)

In advance, gather together resources that relate to water systems in California. Locate these resources in different parts of the classroom. Posters, historic photographs or artwork can be displayed in a gallery fashion. Center materials might include books, maps, demographic charts, videos, music, primary source documents, brochures, encyclopedias, and artifacts related to the focus question.

Discuss gallery "manners" with students – speaking in quiet voices, studying objects for information. Students visit the gallery walk in small groups. The "Focus Question" can serve as a program guide for their gallery walk.

Following completion of the walk, the students discuss what they have seen and what they now know about each of the water systems of California. Each group then shares their ideas and the teacher records information on the graphic organizer.

Group Research
Groups can each be responsible for one part of the water system. One of the goals of this unit is to have students locate information in reference texts by using organizational features such as prefaces and appendices, tables of content, and indexes. This is also a perfect time to access the internet. Try the SCORE web site at http://score.rims.k12.ca.us/ Go to Grade 4, Unit 4b.

Cause and Effect
Students may need assistance completing two sections of the graphic organizer, the "Why?" (cause) and the "impact" (effect.) Explain that a "cause" is something that makes something else happen. An "effect" is what happens as a result of something else happening. Sometimes an effect has more than one cause. Think about something that has happened at your school – you got a good grade or you won an award. List the causes of that effect.

Explain to the students that for more than 50 years, California has been the #1 farming state. Write this statement in the first "effect" box. (See the chart on the next page.) Ask students why they think farming or agriculture has been so successful in California. What is it about California that has helped the industry be so successful? Record their responses in the "cause" box. Some sample responses have been recorded on the chart.

CAUSE	EFFECT
Water projects made agriculture possible in more areas of California.	For more than 50 years, California has been the nations #1 farming state.

In 1901, George Chaffey built a canal to bring water from the Colorado River to the Imperial Valley.	The irrigated land of the Imperial Valley became one of the richest farming regions in the United States.
The Los Angeles Aqueduct was built to bring water from the Owens River to Los Angeles.	The aqueduct supplied water for about 2 million people. The water was used to irrigate farms and ranches. Water was used to create hydroelectric power. Los Angeles took so much water there was not enough water for the crops and animals in the Owens Valley.

A "Sample" of Cause and Effect Questions

As the students work on their research, ask a series of cause and effect questions.

1. Why did Californians build a network of dams, aqueducts and reservoirs? What affect did these water systems have on the growth of California?
2. In the early 1900s, William Mulholland engineered the Los Angeles Aqueduct and brought water over 200 miles to Los Angeles. How did this affect Los Angeles? How did this affect the Owens Valley?
3. How did the dam on the Tuolumme River affect the Hetch Hetchy Valley? How did the reservoir affect San Francisco?
4. How did the opening of the Hoover Dam in 1936 affect the nearby states?
5. How did the Central Valley Water Project affect the San Joaquin Valley?
6. How did California's water system help it become an agricultural and industrial power?
7. What would happen to California's agriculture industry if there were a drought? What if there was too much rain?

Locating California's Water Systems

Following the research, provide students with a blank map of California and have them locate and label each of the key water systems in the state.

Multiple Paragraph Composition

Students will use the information from their graphic organizer to create a multiple paragraph composition and then present the major ideas and supporting evidence in an oral presentation. The multiple paragraph composition (Appendix 8) should be completed by each student. Fourth graders need a lot of guidance so plan on making this a direct instruction lesson where you model the process step-by-step. Do not worry if each student's composition is the same. They are learning the process of taking information from an organizer and putting it into a written form. Students should write a multiple paragraph composition describing one of the California water systems, **or** you may have them write about all of the water systems. With your guidance, the writing will get easier each time the students complete the process!

Prompt: Create a multiple paragraph composition describing California's Water Systems. Include topics such as "the Imperial Valley," "Los Angeles Aqueduct," "Hetch Hetchy," and "the California Aqueduct." (Refer to Appendix 8.)

(Note: The *California English Language Arts Content Standards* state that Grade 4 students write a multiple paragraph composition. The guidelines listed below are based on the standards. It is recommended the teacher **model** a multiple paragraph composition.)

The multiple paragraph composition should include details about:
9. The area/location of California affected
10. Dates when key events occurred
11. Why the changes occurred (cause)
12. Impact of the change (effect)
13. Key people

The multiple paragraph composition should:
- Provide an introductory paragraph
- Include a topic sentence at or near the beginning of the first paragraph
- Include supporting paragraphs with simple facts
- Conclude with a paragraph that summarizes the points
- Draw from more than one source of information (speakers, books, newspapers, media sources)
- Capitalize proper nouns
- Indent paragraphs properly
- Use legible penmanship or demonstrate basic keyboarding skills

Students should revise selected drafts to improve coherence and progression by adding, deleting, combining and rearranging text

Oral Report

(Note: The *California English Language Arts Content Standards* state that Grade 4 students should summarize major ideas and supporting evidence presented in formal presentations. The guidelines listed below are based on the Standards. It is recommended the teacher **model** an oral presentation.)

Each group orally presents information about one of California's Water Systems to the rest of the class. It should be organized so that the listeners can identify the major ideas and supporting evidence. Information should be recorded in advance of the presentation on to the class-size version of the graphic organizer. Key dates should be recorded on the class size Chronological Time Line (Appendix 3.) Each water system should be located on a large map of California.

Prompt: Present major ideas and supporting evidence describing how _____ helped California become an agricultural and industrial power.
(Fill in the blank with a topic such as "the Imperial Valley," "Los Angeles Aqueduct," "Hetch Hetchy," or "the California Aqueduct." (Refer to Appendix 9.)

The presentation should include details about:
- The area/location of California affected
- Dates when key events occurred

- Causes of the changes (Why the changes occurred)
- Effect (Impact) of the change
- Key people

The presentation should:

- Summarize major ideas and supporting evidence
- Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas
- Emphasize points to assist the listener/viewer in following ideas
- Use details and examples to explain or clarify information
- Use appropriate volume, pitch, phrasing, pace and gestures expressively to communicate meaning
- Draw from more than one source of information

Focus Question: What effect did key historic events such as World War II, the Great Depression and the Dust Bowl have on California's growth as an agricultural and industrial power?

Display the following graphic organizer (See Appendix 10) on the overhead projector or a large sheet of butcher paper. Duplicate a copy for each of the students.

Effects of Key Historic Events

	Location	When? (Key Dates)	Why? (Cause)	Key People	Impact (Effect)
Great Depression					
Dust Bowl					
World War II					

Explain that the 1930s were a time of economic depression and hard times when many people had very little money. The Great Depression began when banks that had lent too much money had to close. People lost their savings and could not afford to buy goods. Businesses failed, workers lost their jobs, and farmers lost their land.

In the 1930's there was a terrible drought in parts of the United States, including Kansas, Oklahoma, New Mexico and Texas. The soil became so dry it turned to dust and strong winds blew away the soil. People left the Dust Bowl and moved to California because they wanted to find jobs. About 350,000 people left the Dust Bowl to find work in California.

The population of California grew by more than two and a half million during the years of World War II as new people came to find jobs. California workers produced tanks, guns, airplanes, ships, and other equipment that helped American forces fight in World War II.

Group Research
Review some of the Startling Statements presented earlier in the unit. Record any pertinent information to the proper location on the graphic organizer. Ask, "How can we find out more information about these historic events to add more information to the organizer?"

Textbook Walk
Assign each of the classroom groups to one of the Historic Events. Depending upon the number of students, two or more groups may share the same event. Using the California history textbook available to your students, ask them to refer to the Table of Contents and the Index to locate their topic. Demonstrate how to use appropriate strategies to "preview" or "skim" through the text when reading to locate specific information. Include illustrations, titles, topic sentences and key words as clues. The objective is to locate sections of the text related to their topic. Have each group share what they found with the rest of the class. If desired, note specific page numbers on the graphic organizer.

Resources for Research
Bring in books with pictures depicting life during the 1930s and 1940s to help students visualize what life was like during these historic events. *Children of the Dust Bowl – The True Story of the School at Weedpatch Camp* by Jerry Stanley provides a variety of pictures. The text is too difficult for 4th graders but one teacher duplicated selected pages and had her students work in jigsaw groups to skim the materials to look for pertinent information.

A popular book to read to students is *Blue Willow* by Doris Gates. It is the story of an itinerant worker whose family moves from farm to farm. The main character, Janey Larkin, longs to set down roots in a community. The SCORE website http://score.rims.k12.ca.us/ Grade 4 Unit 4d provides a link to a "Blue Willow" site with activities to do during or after reading *Blue Willow*.

SCORE also has a web site link to "California in the 1930's" that contains a large photo collection of Dorothea Lang's pictures. There is also a site for "Music from Northern California in the 1930s," "Great Depression: Primary Source Lessons," and several sites for World War II.

Have students ask their parents if any of their ancestors were affected by these historic events. If possible, invite a guest speaker to tell the students about life in California during World War II.

This unit offers many opportunities to integrate music. For example, many of the songs of Woody Guthrie are appropriate for this unit. Highly recommended is *California Songs Volume Two* from Keith and Rusty McNeil (WEM Records, Riverside, CA (909) 780-2322.) Part Three of this compact disc contains songs and historical narrative for Immigrants and Dust Bowl Refugees and Part Four contains songs of World War II.

A "Sample" of Cause and Effect Questions

Explain to students that during World War II, California provided many workers and resources to support the war effort. They set up military bases and built planes, battleships and cargo ships, and weapons. Shipyards in California produced one in every four ships built during the war. Farm and oil production also increased. More than two and a half million people came to California during World War II. What effect do you think this had on California?

As the students conduct their research, ask a variety of cause and effect questions.

- How did the Great Depression affect California and the rest of the nation?
- How did the Dust Bowl affect California?

14. How did the Dust Bowl and the Great Depression affect the population of California?

- How did World War II affect California?
- How did these key historic events help California become an agricultural and industrial power?

(Note: It is difficult for students to determine initially determine how the Dust Bowl and the Great Depression helped California become an agricultural and industrial power. This is not evident until later when the abundance of workers in California helped provide a source of labor during the shortages of World War II. Students are able to predict how World War II helped California become an industrial power.)

Multiple Paragraph Composition

Prompt: Create a multiple paragraph composition describing the effect _____ had on California. (Fill in the blank with "the Great Depression," "the Dust Bowl," or "World War II." (Refer to Appendix 8.)

The multiple paragraph composition should include details about:

15. The area/location of California affected
16. Dates when key events occurred
17. Why the changes occurred (cause)
18. Impact of the change (effect)
19. Key people

The multiple paragraph composition should:

- Provide an introductory paragraph
- Include a topic sentence at or near the beginning of the first paragraph
- Include supporting paragraphs with simple facts
- Conclude with a paragraph that summarizes the points
- Draw from more than one source of information (speakers, books, newspapers, media sources)
- Capitalize proper nouns
- Indent paragraphs properly
- Use legible penmanship or demonstrate basic keyboarding skills

Fourth graders need assistance in writing a multiple paragraph composition. It is suggested that this be modeled by the teacher using direct instruction.

Oral Report

Prompt: Present major ideas and supporting evidence describing the effect _____ had on California. (Fill in the blank with "the Great Depression," "the Dust Bowl," or "World War II." (Refer to Appendix 9.)

The presentation should include details about:

- The area/location of California affected
- Dates when key events occurred
- Causes of the changes (Why the changes occurred)
- Effect (Impact) of the change
- Key people

The presentation should:

- Summarize major ideas and supporting evidence
- Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas
- Emphasize points to assist the listener/viewer in following ideas
- Use details and examples to explain or clarify information
- Use appropriate volume, pitch, phrasing, pace and gestures expressively to communicate meaning
- Draw from more than one source of information

Each group orally presents information about one of the historic events to the rest of the class. It should be organized so that the listeners can identify the major ideas and supporting evidence. Information should be recorded in advance of the presentation on to the class-size version of the graphic organizer. Key dates should be recorded on the class size Chronological Time Line (Appendix 3.)

Optional activities:

Ask the students to take on the role of a grandparent who lived during the Great Depression era or Dust Bowl era. Write a letter to a grandchild telling about your life during this time period. Explain the type of work you do and the hardships you must overcome. Use an appropriate date for the letter.

Have students draw a map of the Western United States showing the route that many of the Dust Bowl migrants followed labeling their area of origination and their area of settlement in California.

Focus Question: How have each of the following industries – aerospace, electronics, commercial agriculture, oil and automobile, communication and defense, and entertainment helped California become an agricultural and industrial power?

Display the following graphic organizer (Appendix 11) on the overhead projector or a large sheet of butcher paper. Duplicate a copy for each of the students.

Development of New Industries in California
(Since the turn of the 20th Century)

	Location	When? (Key Dates)	Why? (Cause)	Key People	Impact (Effect)
Aerospace					
Electronics (Technology)					
Large scale commercial Agriculture					
Oil and Automobile					
Communications and Defense					
Entertainment					

Discuss what the students already know about the types of industries listed. Review some of the Startling Statements presented earlier in the unit. Record the information from the fact statements into the proper category on the organizer. Ask if any of the students know someone who is employed by a company in one of these industries? Ask, "How can we find out more information about these industries to add more information to the organizer?"

Conducting Research

Divide students into six groups, one for each of the industries. (Note: An alternative is to select one industry, such as agriculture, for the entire class to research together.) Provide them with a variety of resources related to their topic. Conduct a textbook walk and a gallery walk using available resources. Encourage students to find additional resources, including appropriate web sites. Refer to the SCORE website http://score.rims.k12.ca.us/ for Grade 4, Modern California. It is helpful if students identify one or two major companies to research within their industry. A business letter may be sent to each company requesting information about the company and its history.

Cause and Effect

Ask students why they think farming or agriculture has been so successful in California. What is it about California that has helped the industry be so successful? Record their responses in the "cause" box. Some sample responses have been recorded.

CAUSE	EFFECT
Water projects made agriculture possible in more areas of California. The favorable climate and long growing season enables California farmers to produce many crops, some of which are grown exclusively in California. Railroads allowed farmers to ship their products to new markets.	For more than 50 years, California has been the nations #1 farming state.

A "Sample" of cause and effect questions:

- How do you think the different industries we are studying helped California become an agricultural and industrial power? Why were these industries so successful in California rather than in certain other parts of the nation? How does being in California affect each of these industries? Is each of these industries still important to California today? What other parts of the country are also important to these industries?
- How did immigrants help California become an agricultural and industrial power?
- Many newcomers continue to come to California. How does this affect the economy of California?
- How does the growth of California's population affect the growth of other businesses?

Multiple Paragraph Composition

Prompt: Create a multiple paragraph composition describing how _____ helped California become an agricultural and industrial power. (Fill in the blank with a topic such as "Aerospace," "Electronics," "Commercial Agriculture," "Oil and Automobile," "Defense and Communications," or "Entertainment." (Refer to Appendix 8.)

The multiple paragraph composition should include details about:

20. The area/location of California affected
21. Dates when key events occurred
22. Why the changes occurred (cause)
23. Impact of the change (effect)
24. Key people

The multiple paragraph composition should:

- Provide an introductory paragraph
- Include a topic sentence at or near the beginning of the first paragraph
- Include supporting paragraphs with simple facts
- Conclude with a paragraph that summarizes the points
- Draw from more than one source of information (speakers, books, newspapers, media sources)

- Capitalize proper nouns
- Indent paragraphs properly
- Use legible penmanship or demonstrate basic keyboarding skills

Students should revise selected drafts to improve coherence and progression by adding, deleting, combining and rearranging text

Oral Report

Prompt: Present major ideas and supporting evidence describing how _____ helped California become an agricultural and industrial power. (Fill in the blank with a topic such as "Aerospace," "Electronics," "Commercial Agriculture," "Oil and Automobile," "Defense and Communications," or "Entertainment." (Refer to Appendix 9 for a copy of the guidelines.)

The presentation should include details about:

- The area/location of California affected
- Dates when key events occurred
- Causes of the changes (Why the changes occurred)
- Effect (Impact) of the change
- Key people

The presentation should:

- Summarize major ideas and supporting evidence
- Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas
- Emphasize points to assist the listener/viewer in following ideas
- Use details and examples to explain or clarify information
- Use appropriate volume, pitch, phrasing, pace and gestures expressively to communicate meaning
- Draw from more than one source of information

C
Culminating the Topic

3-D Chronological Time Line

Review with the students the events recorded throughout the unit on the class time line. Have students work in groups to construct a 3-D time line for one of the key topics with each group working on a different topic. (Refer to the topics listed on the Chronological Time Line in Appendix 3.) As a group, students decide upon five events to show on their time line. Write the dates and the events on a large sheet of paper. The dividing of the dates on the time line must be an equal number of years apart and that the spaces between them must also be equal. Use art materials and realia to build three-dimensional models to illustrate the events. As each group presents their time line to the class, they should explain why the events shown are important to California's history.

Who were the prominent individuals of the time period and what were they known for?
Ask students to highlight prominent individuals of 20th century California and write short biographic sketches or poems that tell the story of the person's life and accomplishments. Students may select such persons as Luther Burbank, Domingo Ghirardelli, Woodie Guthrie, Ishi, Captain Jack of the Modocs, Biddy Mason, John Muir, William Mulholland, NgPoon Chew, Marie Mason Potts, Tye Leung Schultz, Sylvia Stark or Levi Strauss. (Refer also to the Key People listed below.)

California in the 20th Century Living History Museum
Assign or have each group of students select one of the topics studied during the unit. (It is recommended you use the same groups who worked together on the 3-D time line.) Review the graphic organizers to note the names of key people for the various topics. Each student selects a different key person to portray for the Living History Museum. He/she may use props or a simple costume and wear a nametag identifying his/her character. (See below for a sample list of key people.)

Each group of students is to design an exhibit for their area of the Living History Museum. The exhibit may include their 3-D time line (see above) graphic organizers, multiple paragraph compositions, and any other resources on the topic.

Prepare a map or floor plan for visitors to receive as they arrive to tour the **California in the 20th Century Living History Museum**. The map should show the location of each exhibit. When a visitor arrives at a specific exhibit, the living history characters "come to life" and summarize the major ideas of their exhibit.

Key People
Water
William Mulholland (engineer of Los Angeles Aqueduct in the early 1900s)
George Chaffey (built a canal in 1901 to bring water from the Colorado River to the Imperial Valley.)

Great Depression and the Dust Bowl
Woody Guthrie (singer and songwriter who wrote songs about the Great Depression)
John Steinbeck,(author who described the experiences of migrant workers in the novel *The Grapes of Wrath*)
Dorothea Lange (Photographer known for her pictures of migrant workers and families during the Great Depression)

Agricultural and Industrial Growth of 20th Century California
Aerospace
Howard Hughes (pilot and business leader in the aviation industry)
Claude T. Ryan –(builder of the plane named Spirit of St. Louis, that Charles Lindberg flew across the Atlantic in 1927)
Glenn Martin (builder of California's first airplane factory in Santa Ana in 1909)
Chuck Yeager (Air Force test pilot who in 1947 flew faster than the speed of sound)

Sally Ride (first woman astronaut from the United States who in 1983 flew in space on the space shuttle, *Challenger*)
Allan, John K. and Malcolm Lockheed (founded an aviation company in the early 1900s)
John L. Northrup (founded an aviation company in the early 1900s with the Lockheed brothers)

Defense
Henry Kaiser (owned shipyards in California who built many of the ships used in World War II)

Oil and Automobiles
Edward Doheney (discoverer of oil in 1893 in Huntington Beach)

Commercial Agriculture
Eliza Tibbets and Luther Calvin Tibbets (growers whose seedless oranges in the late 1800s sparked the California citrus industry)
Luther Burbank (agricultural scientist who mixed seeds from different kinds of plants to create new and better plants)
Cesar Chavez (Labor leader and organizer of the United Farm Workers)
George Shima (Japanese immigrant who was known as the "Potato King")

Electronics and Technology
Steven Jobs (began Apple Computers with Steve Wozniak in 1976 in Silicon Valley)

Entertainment Industry
Louis B. Meyer,
Walt Disney (creator of animated movies and builder of Disneyland in Anaheim)
John Wayne (star of many Western movies)
Ansel Adams (photographer known for his photographs of the West, including the Sierra Nevadas)

Assessment

The assessment of this unit is integrated with the instruction and occurs throughout the lesson rather than just at the end. The focus questions provide a framework for the evaluation of the unit. It is recommended that student work be assembled into a portfolio. Student products should provide evidence of attainment of the following identified outcomes:

- Interview family members or a neighbor family to determine when and why they came to California. Create a class chart to show the results of the interviews, including reasons for migration
- Construct a bar graph to show the changes in California's population
- Use appropriate strategies to "preview" or "skim" text to locate information
- Make and confirm predictions about text by using ideas presented in the text, including illustrations, titles, topic sentences, and key words (textbook walk, gallery walk)
- Locate information in reference texts by using organizational features such as prefaces, appendices, table of contents and index (textbook walk, gallery walk)
- Distinguish between cause and effect

- Using a variety of resources, conduct research on specific topics to complete graphic organizers
- Record pertinent dates and events on a chronological time line (Appendix 3)
- Create a multiple paragraph composition describing how a specific topic helped California become an agricultural and industrial power (Refer to Appendix 8)
- Orally present information on a specific topic that is organized so listeners can identify the major ideas and supporting evidence (Refer to Appendix 9)
- Construct a 3-dimensional chronological time line illustrating five events for one of the key topics in this unit
- Write short biographical sketches or poems to describe the life and accomplishments of various prominent individuals
- Portray one of the key people in 20th century California
- Design an exhibit for one area of the Living History Museum
- Work collaboratively to complete projects

Extended and Correlated Activities

- Students list the jobs that were most common in California in the 1890s and compare them with the jobs of today. How have jobs changed over the past 100 years? What job would they have wanted if they lived in the 1890s? Explain the choice and the responsibilities of that job. What would be a similar job today? Are the responsibilities similar or different than they were in the 1890s?

- Students research current day immigration to California and list reasons for immigration. Analyze the similarities and the differences in the reasons for immigration and the realities the newly arrived immigrants faced when they come to a new land. Are these realities similar to the conditions the immigrants of the 1850s through 1880s faced when they first came to California?

- Research the development of the Transcontinental Railroad and explain how advancing technologies in transportation linked the California economy to that of the rest of the nation. How important was the railroad in the development of California history? What role did the Chinese and Irish immigrant have in the building of the railroad? How did the railroad promote international trade?

25. What was the Chinese experience like between 1850 and 1880?
    Use the Chinese experience in the late 1850s-1880s as a model to assist students in the development of this topic. Present a series of questions for class discussion:
    26. Why did the Chinese emigrate to California?
    27. What were the risks they took in emigrating?
    28. What did they hope to gain?
    29. What types of work did they find?
    30. What problems did they face?
    31. Why did the United States pass the Chinese Exclusion Act in 1882?
    32. What contributions did the Chinese make to American society?

Read selected sections of the textbook to look for answers to these questions. On an overhead map of California locate the geographic regions of the state and the areas where Chinese settled during the first generation of immigration. Point out the area where Chinese mined for gold, the route of the Central Pacific Railroad where the Chinese workers labored, and the San Joaquin and Sacramento River deltas where Chinese workers constructed irrigation channels and drained swamps and marshes.

To illustrate push-pull factors read to the class the story of Fatt Hing (Appendix 12), a nineteen-year-old Chinese fish peddler who heard stories of *Gam Saan*, "gold mountain." Also read excerpts from "A Chinese Miner's Letter" (Appendix 13) in which Li Tang writes to his wife in China about how difficult it is to mine for gold and the hostile feeling that the Chinese encountered. Use stories and illustrations from sources such as *An Illustrated History of the Chinese in America*, *The Chinese Americans*, *Coming to America: The Chinese-American Experience*, and *Strangers from a Different Shore: A History of Asian-Americans* (Refer to Resources for the Sample Topic) to develop the case study.

It is important for students to understand that despite discrimination, Chinese Americans contributed to the growth and development of California. For example, between 1871 and 1874, Chinese laborers, having completed their work on the Transcontinental Railroad, began land reclamation of waterways and swamps filled with tule marshes, peat bogs, and silt. These laborers built miles of levees, ditches, dikes, canals and irrigation channels to drain the swampy Sacramento delta region and helped expand California's agricultural production. *Chinese Americans, Past and Present* recounts the varied contributions of Chinese to California's economy and society. Chinese immigrants introduced new varieties of fruits and vegetables that greatly enriched California and the nations' farm production. Other Chinese were entrepreneurs and started laundries, grocery stores, restaurants, and butcher shops that required little capital investment. Introduce students to the jobs the Chinese held by showing a series of photographs of men at work which may be found in many of the books listed in "Resources for the Sample Topic."

- Students write a RAFT (see Appendix 14 for a model). Set up the following situation: you are an immigrant who came to California during the Gold Rush to become rich and return home to rescue your family from poverty. Your dreams of wealth were never realized. Write a letter home to your family explaining why you are not coming home rich and how you now feel.

- As an interdisciplinary activity students write articles as reporters describing internal migration and immigration to California between the 1850s and 1990s for a "wall newspaper." A wall newspaper is made from long sheets of butcher paper hanging vertically on the wall. For additional materials needed for this project, see Appendix 15. Include news stories, editorials, editorial cartoons, classified ads, and advertisements. Divide the writing tasks among cooperative groups having each group take a different aspect of the paper. Once the articles have been edited and rewritten, students arrange the articles and illustrations on the papers, put in a date appropriate to the era, and title their wall newspaper.

- Excerpts from biographies and short novels provide opportunities for a number of activities. Any number of books listed in "Resources for the Sample Topic" such as *Angel Island Prisoner, 1922*, *John Muir: Saving the Wilderness*, *Mr. Blue Jeans: A Story About Levi Strauss*, *Dust for Dinner*, *A Jar of Dreams* or *Chang's Paper Pony* could be read aloud or used to create daily journal entries taking on the role of the main character in the books. The books also provide opportunities for the development of activities such as:

    1. Role playing/dramatization or Readers Theater. Assign different chapters to cooperative groups to rewrite as scripts and role-play. (Appendix 16 explains how to set-up a Readers Theater activity).

    2. Students illustrate the chapters by selecting one or two scenes for each chapter. Combine the illustrations to create an illustrated sequential summary of the book.

    3. Students act as a talk show host or interviewer using the characters in the novel as their guests. Have the students rehearse their parts and present their interview.

Resources for the Sample Topic (**Highly Recommended, * Recommended)

Anderson, Peter. *John Muir, Wilderness Prophet.* New York: Watts, 1995. ISBN 0531157814. A remarkable person, Muir was not only a conservationist, he was also an inventor, writer, father, and passionate supporter of causes. A private person from a very strict family, Muir was most happy when tramping through the woods. The biography contains large type and many photographs.

Atkin, Beth. *Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories.* Little, 1993. Photos, poems in Spanish and English, and first-person narratives accurately depict the arduous lives of nine Hispanic young people. Use alone or in conjunction with *Children of the Dustbowl.*

Beyer, Janet and Weisman, JoAnne B., Editors. *The Great Depression: A Nation in Distress.* Carlisle, MA: Discovery Enterprises, Ltd. ISBN 1-878668-46-3. The Great Depression in the 1930s brought vast devastation to America's economy and, therefore, to its people. Excerpts from interviews, magazine and news articles, letters, and historic photos provide a vivid flavor of the human suffering. This concise anthology of primary and secondary source materials provides background content for adult learners.

Bunting, Eve. *A Day's Work.* New York: Houghton Mifflin, 1994. ISBN 0395845181. Francisco's grandfather has just come to California and does not speak English. Francisco helps him find work. Hired to weed a new garden, grandfather misunderstands and pulls the new plans instead of the weeds. This painful experience becomes a value lesson for Francisco when Grandfather and his boss work out a solution with honor.

**California Chronicles. Cobblestone Publications: Peterborough, NH. The California Chronicles is a compelling series of booklets that are accessible to fourth grade students. Each 32 page booklet contains a collection of archival photographs, first hand accounts, maps and activities pertaining to California history. The issues pertinent to this unit are:

California in World War II. 1999. ISBN 0382444116.
Hollywood . 2000. ISBN 0382444892
Railroads 1999. ISBN 0382444108
Water 1998. ISBN 0382444086

California Women: Activities Guide Kindergarten Through Grade Twelve. Sacramento: California State Department of Education, 1988. This teacher's resource includes portraits of many important women throughout California's history. The portraits of Tye Leung Schultz and Marie Mason Potts can be included in this unit.

Camarillo. Albert. *Chicanos in California: A History of Mexican Americans in California*. Sparks, NV: Materials for Today's Learning, Inc., 1990. One of the volumes in the Golden State Series, Chicanos in California is a good teacher resource. The text examines the foundations of Mexican California from the founding of San Diego in 1769 through the social protest movement of the 1960s and 1970s.

Cameron, Eleanor. *Julia and the Hand of God*. Dutton, 1977. Eleven-year-old Julia Redfern wants to be a writer. She is deeply sensitive and often in trouble with her grandmother. A narrow escape from a forest fire that descends on Berkeley, California, in 1923 adds excitement. See also *That Julia Redfern* (Dutton, 1982) by the same author. Although out of print, copies of this volume may be obtained from most libraries.

Chan, Sucheng. *Asian Californians*. San Francisco: Materials for Today's Learning/Boyd and Fraser, 1991. This teacher resource, part of the Golden State Series, focuses on the history of Chinese, Japanese, Korean, Filipino, and Asian Indians in California.

Chen, Jack. *The Chinese of America*. New York: Harper and Row, 1980. This excellent teacher resource follows the Chinese from their arrival in American until the present. The work examines in depth the economic, cultural, and political aspects of the Chinese American experience. Although out of print, this source is available from most libraries.

Chetin, Helen. *Angel Island Prisoner 1922*. New Seed Press, 1982. Bilingual in English and Chinese, this book tells the story of young Wai Ching and the 30 women and girls waiting on Angel Island to enter the U.S. The book includes Chinese legends and customs.

Coats, Laura Jane. *The Almond Orchard*. Macmillan, 1991. This picture book, a historical look at an almond orchard in California's central valley, depicts the changing of seasons and the different stages of crop production and harvesting through he eyes of a young child. Many years later the child is the owner and the reader will see some changes in the process. This is an interesting book for reviewing food-growing cycles and can be read in one sitting.

The Cobblestone American History CD-ROM: 1980-1994. Cobblestone Publishing, Inc., 1995. A full-text database with a menu-driven search strategy makes for easy retrieval of *Cobblestone* articles which appeared in issues between 1980 and 1994. Maps, puzzle grids, and diagrams are

included, however, illustrations do not appear. Articles and lists of references can be either printed or exported to a disk. A printed index is included with the CD-ROM.

Donahue, Marilyn C. *The Valley in Between*. Walker, 1987. A peaceful farming community in the San Bernardino Valley is transformed into a lawless frontier town by the recall of Mormons to Utah, Indian raids, the discovery of gold in the mountains, and pre-Civil War feelings.

Dunlap, Julie. *Eye on the Wild – Ansel Adams*. Minneapolis, MN: Carolrhoda Press, 1995. ISBN 0876149662. , Throughout his life, Ansel Adams used photography to not only create beauty, but also to champion causes. He is well known as an environmentalist, but he also took photos at the Japanese Internment Camps during World War II to show the plight of those unfortunate people.

*Emert, Phyllis Raybin, Editor. *World War II: On the Homefront*. Carlisle, MA: Discovery Enterprises, Ltd. ISBN 1-878668-60-9. This concise anthology of primary and secondary source materials tells the stories of the people, in their own words, who lived through World War II on the homefront. Women found a new place in the work-force; Americans at home pulled together to economize through rationing of food, tires, gasoline, silk, and more; families grew their own produce in their victory gardens; and children saved their pennies to invest in war bonds. The book provides useful background content for the adult learners with sections appropriate for reading to fourth graders.

Eureka! California in Children's Literature, 1988-1992. Sacramento, CA: California Library Association, 1993. This pamphlet, compiled by the California Library Association, lists Beatty Award winning books about California. *Eureka!*, an exceptional source book for teachers, includes short annotations and grade level recommendations for both fiction and non-fiction works. For information call (916-447-8541).

Ferris, Jeri Chase. *With Open Hands, A Story About Biddy Mason.*. Minneapolis, MN: Carolrhoda. 1999. ISBN 1575053306. Born a slave, Biddy Mason won her freedom in court when her master moved her and her children along with his own family to California, a free state. Biddy worked as a midwife in os Angeles and saved enough money to start buying real estate. Over time she became rich, and spent her money helping others no matter what their color. The book goes in for better readers.

Fraser, Mary Ann. *Ten Mile Day: And the Building of the Transcontinental Railroad.*_ New York: Henry Holt and Company, 1993. ISBN 0805047034. Through this book, Fraser retraces the routes of the crews, their tools, and every minute of the ten-mile day as Central Pacific crews blast through mountains, brave avalanches and sweat through desert heat. Included are detail insets on Theodore Judah, the Central Pacific's labor force, and the laying of the golden spike.

**Gates, Doris. *Blue Willow*. New York: Puffin Books. 1940. ISBN 0-14-030924-1. Newbery Honor Book. Janey Lankin's father is an itinerant farmer, so her family kept on the move, following the crops. The blue willow plate was a symbol of the home she could only dimly remember, and a dream for a permanent home life again.

Gold, Rebecca. *Steve Wozniak, Awizard Named Woz*. Minneapolis, MN: Lerner., 1994. ISBN 0822528819. Wozniak, cofounder of Apple, was the epitome of a precocious kid. At 12, in 1962, he designed and built his first working computer. The ultimate engineer, he really didn't care about money, just making his electronic ideas work. In the late 1980s, long after becoming a millionaire, he went back to college to get a degree.

Goldin, Barbara Diamond. *Red Means Good Fortune: A Story of San Francisco's Chinatown*. New York: Puffin Books, 1996. An enchanting tale of a young Chinese immigrant boy's life in old San Francisco and the influences from ancient Chinese traditions, the Transcontinental Railroad, and Chinese slave girls. It is easy-to-read and full of historically accurate details.

Herda, D. J. *Ethnic America: Southwestern States*. Brookfield, CT: The Millbrook Press, 1991. This well illustrated book begins with a discussion of American Indians in the Southwest and examines immigration throughout the region. The work provides information on Mexican, African American, Asian, and European settlers.

Herrera, Juan Felipe. *Calling the Doves*. San Francisco: Children's Book Press, 1995. ISBN 0892391324. Herrera is a wonderful poet who shares with readers the warmth of his family as they travel the migrant circuit. For example, one day his father builds him a room on top of their car. It looks like a "loaf of bread on wheels," but inside it's a "warm cave of conversations." The book has glorious illustrations.

Hinckley, Helen. *Rails From the West: A Biography of Theodore D. Judah*. San Marino, CA: Golden West Books, 1969. Theodore Judah, an engineer from New York, dreamed of building a railroad across the Sierras to connect California to the nation. This biography, recommended for teacher reading, tells the story of Judah's perseverance in fulfilling his dream of a transcontinental railroad as well as his conflict with the "Big Four" railroad giants--Stanford, Huntington, Hopkins, and Crocker. Out of print, but copies are available from most libraries.

Hoexter, Corrine K. *From Canton to California: The Epic of Chinese Immigration*. New York: Four Winds Press, 1976. This background reading material for teachers examines the reasons for emigration and the Chinese experience in California. The author corrects the many misconceptions about Chinese culture. A good teacher resource. Although out of print, copies may be obtained from most libraries.

Kay, Verla. *Iron Horses*. 1997. New York: Putnam. ISBN 03992331196. "Piercing whistles, shrieking wheels, hot steam hissing, high-pitched squeals." Verla's catchy rhymes fly along giving a breezy overview of the building of the transcontinental railroad. No sense of the tragedies of the workers here, just the joy of the magnificent accomplishment.

*King, David C., Editor. *The Dust Bowl*. Carlisle, MA: Discovery Enterprises, Ltd. ISBN 1-57960-018-2. This concise anthology of primary and secondary source materials tells the stories of the people, in their own words, who lived during the mid-1930s in the Great Plains. As a result of severe weather, misuse of land by farmers, and the economic pressures of the Great Depression, farmers and their families were faced with loss of useable land, lack of work and extreme poverty. Many were forced to migrate, most often to California, where they faced additional challenges. The book provides useful background content for the adult learner with sections appropriate for reading to fourth graders.

Krensky, Stephen. *The Iron Dragon Never Sleeps*. New York: Dell. 1994. ISBN 044041136X. This easy to read book tells of 10-year-old Winnie and her relationship with a Chinese boy who works building the transcontinental railroad. Winnie's father is an engineer on the project. From these two people she hears very different things about the railroad.
Kudinski, Kathleen V. *EarthQuake: A Story of Old San Francisco*. New York: The Penguin Group, 1993. This book is the story of the great San Francisco earthquake as seen through the eyes of a fictional young hero.

Lapp, Rudolph. *Afro-Americans in California*. San Francisco: Boyd & Fraser Publishing Company, 1987. Lapp's work, one volume in the Golden State Series, offers history and commentary that is valuable for the teacher's own reading. Chapter 2, "New Struggles in the Gilded Age," is especially useful in the development of this unit of study.

Lee, Milly. *Nim & the War Effort*. New York: Farrar Straus Giroux, 1997. ISBN 0374355231. In 1943 young Nim wants to win her school's newspaper drive to help the World War II effort. Living in San Francisco with a very traditional grandfather, she does not always have an easy time proving she is an American. With impish humor and persistence, she manages to be both Chinese and American. Compare this with the Japanese children of the time.

McCall, Edith. *Mail Riders*. Chicago: Children's Press, 1980. A selection of exciting and easy-to-read stories that will bring the adventures and hardships of the Pony Express and the Overland Mail Service to life for young readers. Although out of print, copies are available at libraries.

McClain, Charles J. *In Search of Equality: The Chinese Struggle against Discrimination in Nineteenth Century America*. University of California- Press, 1994. This well documented book demonstrates how the Chinese in California repeatedly used the judicial system to fight racist policies and injustice. Recommended for teacher reading.

McCunn, Ruthanne Lum. *An Illustrated History of the Chinese in America*. San Francisco: Design Enterprises, 1979. This book is a comprehensive survey of the story of the Chinese in the United States from early emigration to the late twentieth century. This resource book is filled with old photographs and drawings that could be used with students. McCunn has also written *Thousand Pieces of Gold* (Design Enterprises, 1981), a biographical novel about Lalu Nathoy, a Chinese pioneer woman in the American West, recommended for teacher reading. This source is out of print, however, copies are available from most libraries.

McCunn, Ruthanne Lum. *Pie-Biter*. Arcadia, CA: Shens, 1998. ISBN 1885008074. Ypung Hoi comes to America to work on the transcontinental railroad. When the railroad is done, he becomes a mule train leader. Eventually, he returns to China, taking with him his love for American pies. This cute story has beautiful artwork that shows the resourcefulness of the Chinese in America.

Meltzer, Milton. *The Chinese Americans*. New York: Thomas Y. Crowell, 1980. Meltzer, a prolific writer for young readers, traces the history of the Chinese in the United States and describes their contributions to the development of this country and their struggle for social, political, and economic justice. Excerpts may be read aloud. The book is well illustrated with

photographs, sketches, and political cartoons. This source is out of print, but copies are available from most libraries.

Minnick, Sylvia Sun. *Samfow: The San Joaquin Chinese Legacy.* Fresno, CA: Panorama West Publishing, 1988. This book offers a multi-faceted portrait of the Chinese immigrants to California during the mid-nineteenth century. Follow the Chinese as they move from the gateway cosmopolitan cities into smaller mining communities where the lure of gold is overshadowed by racial hostilities. Go with the Chinese immigrants to San Joaquin County where they transform the Sacramento-San Joaquin Delta into an agricultural haven. This is excellent for teacher background reading.

Mulholland, Katherine. *William Mulholland and the Rise of Los Angeles.*. University of California Press. Written by the engineer's granddaughter, this book provides insights into this story that family familiarity affords, and adds to our historical understanding with extensive research in sources such as Mulholland's recently uncovered office files, newspapers, and Department of Water and Power Archives. She scrutinizes Mulholland's life: from his childhood in Ireland to his triumphant completion of the Los Angeles Aqueduct to the tragedy that ended his career. This first full-length biography of Mulholland challenges many of the prevailing versions of his life story and sheds new light on the history of Los Angeles and its relationship with its most prized resource: water. The book provides content information for the adult learner.

Naden, Corrine J. and Rose Blue. *John Muir: Saving the Wilderness.* Brookfield, CT: The Millbrook Press, 1992. This easy-to-read biography of the "father of our national parks" follows Muir from his birthplace in Scotland to Wisconsin and finally California. Re-living adventures of the mountain man, explorer, conservationist, and founder of the Sierra Club, children will develop an appreciation for California's natural wonders.

"*Neighborhoods: The Hidden Cities of San Francisco--Chinatown.*" San Francisco: KQED, Inc., 1996. Through a mixture of personal recollections, archival photographs, poetry, and narration, "*Chinatown*" recalls the days when the neighborhood was a refuge for new immigrants. Documentary footage reveals the stories of how residents made a life and thrived despite discriminatory legislation and popular anti-Chinese sentiment. The video is recommended for teacher viewing; it is not appropriate in its entirety for classroom use at this grade level. Short segments, however, might be used to help explain the reasons for immigration, anti-Chinese sentiment, and the contributions the Chinese made to American society. The resource guide that accompanies the videotape provides a number of meaningful lessons and extension activities.
Petersen, David. *Ishi: The Last of His People.* Chicago: Children's Press, 1991. This short, readable book recounts the story of Ishi and explains the conflict that forced the Yana to live in hiding.

Pricer, Barbara. *The Chinese in Northern California.* Plumas County Museum, CA. 1996. The first Chinese to be drawn to the Gold Rush were shrewd merchants and farmers who intended to make their fortunes and return home. They worked hard, were honest, and despite wage discrimination, many achieved their goal. The first part of the book is a balanced account of the Chinese experience in the 1800s. The last half goes through northern Californian towns with anecdotes from individual lives.

Schlissel, Lillian. *Black Frontiers: A History of African American Heroes in the Old West.* Simon and Schuster, 1995. Meet "Stagecoach Mary", Biddy Mason, Jim Beckwourth and many other ordinary and extra ordinary people of African American descent who traveled west after the Civil War. This is an excellent resource for students and teachers. This exceptional work models quality writing and has hard-to-find photographs.

Scott, Victoria, and Ernest Jones. *Sylvia Stark: A Pioneer.* Open Hand, 1991. Sylvia Stark, an African American, traveled across the country with her family in 1850 to seek freedom in California. Fearing the effects of the Dred Scott decision of 1857 and growing hostility to Blacks in California, Sylvia and her husband left Placerville for a new life in Canada. This true story of the courage and determination of an early California pioneer is appropriate for student reading.

Simon, Charnan. *Walt Disney, Creator of Magical Worlds.* New York: Children's Press. 1999. 0516211986. This simple biography has large type and many illustrations, and it explains in clear language concepts (like World War II for which Disney did patriotic films) that other books assume young readers understand. It shows that Disney learned from his failures and was a risk taker from the start.

Snyder, Zilpha *Cat Running.* Delacorte, 1994. Cat Kinsey, the fastest runner in her school, longs to be a up-to-date as the other girls in her class and wear slacks for racing--but in the 1930s, her father finds such garb unseemly. This page-turner builds on Cat's growing empathy for the "Okies". The characterization shows depth and insight into the social issues of the time period. *Children of the Dustbowl* is supportive with factual material is a strong companion work.

*Stanley, Jerry. *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp.* New York: Crown, 1992. Children of the Dust Bowl tells how Supt. Leo Hart and 50 migrant children overcame tremendous odds to build their own school near Bakersfield and how they succeeded in transforming prejudice to acceptance and despair to hope. This richly illustrated book of historical photographs is recommended for students. A true story, it takes place in 1936 at the emergency farm-labor camp immortalized in Steinbeck's *The Grapes of Wrath.* The book begins with a photograph history of the Oklahoma dust bowl, migration to California, then final settling at Weedpatch Camp.

Stein, R. Conrad. *The Story of the Golden Spike.* Chicago: Children's Press, 1978. This lighthearted, easy-to-read account of the laying of the Transcontinental Railroad is full of interesting and historic facts about the railroad building in the West. The people, places, and spirited competition of the Central Pacific and Union Pacific railroads comes to life in this book. *The Story of the San Francisco Earthquake* (Children's Press, 1983), by the same author, is an easy-reading, large print book that gives a vivid picture of the 1906 earthquake and fire. Although out of print, copies may be found at most libraries.

Steinbeck, John. *The Harvest Gypsies: On the Road to the Grapes of Wrath.* San Bernardino, CA: Borgo Press, 1991. A collection of seven newspaper articles written by Steinbeck in 1936, on migrant farm workers. The Harvest Gypsies gives an eyewitness account of the horrendous Dust Bowl migration. Excellent teacher background reading.

Stinheimer, Richard. *California State Railroad Museum: Railroading in California and the West.* Sacramento: California Department of Parks and Recreation, 1991. This book discusses the vital role the railroads played in making the West more accessible for the rest of the United States. Children of all ages will enjoy the color illustrations included in this collection. Photographs of the various locomotives and the people that rode them aide readers in imagining how excited people were of this new development.

Takaki, Ronald. *Strangers from A Different Shore: A History of Asian Americans.* New York: Penguin Books, 1989. Recommended for teacher background reading, Takaki's work is a blend of narrative history and personal recollections of Chinese, Japanese, Korean, Filipino, Asian Indians, and recent immigrants from Southeast Asia.

Tripp, Valerie.l Illustrations by Walter Rane. *Meet Kit, An American Girl.* 2000. Middleton, WI: Pleasant Company. ISBN 1-58485-016-7. Kit Kittredge is a nine-yesr-old girl with a nose for news. But since most of the news in the early 1930s is about the hard times of the Depression, Kit writes her own newspaper stories. When her father's business closes, Kit responds with resourcefulness. Also of interest is *Kit Learns a Lesson – A School Story* ISBN 1-58485-018-3. Part of the American Girl Collection, the back of each book includes a "Peek into the Past" section with content information about life in 1934. Although the book is not about California, it does provide students with a glimpse into life during the Depression.

*Turner, Anne. *Dust for Dinner.* New York: Harper Collins, 1995. A chronicle of the difficulties faced by one "dust bowl" farm family as they are forced to abandon their home for the promise of work in California. Confronted with many difficulties and disappointments they never lose their appreciation for one another.

Uchida, Yoshiko. *A Jar of Dreams.* Macmillan, 1993. This story of the Great Depression is told by eleven-year-old Rinko, the only girl in a Japanese American family in Oakland. It portrays the tensions and problems of that time.

Verge, Arthur C. *Paradise Transformed: Los Angeles During the Second World War.* 1993. Dubuque, Iowa: Kendall/Hunt Publishing. During World War II, Los Angeles bolstered by defense massive spending, emerged in the war as an industrial giant whose production of vital defense goods, such as warships and planes, helped to turn the war in the Allies favor. Los Angeles emerged from the war as the leading city of the newly industrialized west. This book provides content background for the adult learner.

Weidt, Maryann N. *Mr. Blue Jeans: A Story About Levi Strauss.* Minneapolis: Carolrhoda Books, 1990. ISBN 0876145888. Illustrated by Lydia Anderson. Weidt's biography traces the life of Levi Strauss, a Jewish immigrant, from a clothing peddler to the founder of the world's largest manufacturer of denim jeans.

Weidt, Maryann N.. *Oh, the Places He Went – Dr. Seuss.* Minneapolis, MN: Carolrhoda Press., 1994. ISBN 0876146272. Ted Geisel, better known as Dr. Seuss, lived most of his adult life in California, where he worked in a tower overlooking the acific. Geisel was always one-of-a-kind. The biography is filled with both his eccentricities and his discipline as an artist.

West, Tracey. *Fire in the Valley*. New York: Silver Moon. ISBN 01881889327. Farmers in the Owens Valley learn that Los Angeles has purchased the water rights to much of their valley, threatening the viability of their farms. Sraah devises a plan to help the situation, but ultimately, the growing giant of Los Angeles gets the water.

Westwood, Phoebe Louise with Richard W. Rohrbacher. *Yesteryear's Child: Golden Days & Summer Nights*. Stockton, CA: Heritage West Books, 1994. This easy-to- read account of life before the First World War brings to life a time and place in our collective American past. *Yesteryear's Child* tells of everyday life from town to farm in California at the beginning of the twentieth century. It is accompanied by a Teacher's Guide.

Wheeler, B. Gordon. *Black California: The History of African-Americans in the Golden State*. New York: Hippocrene Books, 1993. This teacher resource book chronicles the history of Blacks in California history from the Spanish colonial period to the present. Chapters 8 to 13 examine the experiences of African Americans during the period covered in this unit.

Wilcox, Del. *Voyagers to California*. Elk, CA: Sea Rock Press, 1991. A good survey of immigration and migration to California. Several chapters of this book apply to this unit and explore the experiences and contributions of Hispanics, African Americans, Chinese, Japanese, Italians, Jews, Germans, Scandinavians, Scots, and "Oakies."

Williams, Sherley Anne. *Working Cotton*. Illustrated by Carole Byard. San Diego: Harcourt Brace Jovanovich, 1992. ISBN 0152014829. A beautifully illustrated poem that tells of an African American family picking cotton in the central valley of California.

Wills, Charles A. *A Historical Album of California*. Brookfield CT: The Millbrook Press, 1994. This well-illustrated survey provides students with an overview of California history. Part II, "Statehood and Beyond" is especially useful in the development of this unit of study.

Wong, Don, and Irene Dea Collier. *Chinese Americans, Past and Present*. Association of Chinese Teachers, 1977 (available from distributors). The emphasis on work sheets in this booklet is a drawback, but usable stories, primary sources, and other materials are included in this teacher's resource.

Wright, Courtni C. *Wagon Train: A Family Goes West in 1865*. Holiday House, 1995. A fictitious account based upon the few records that are available about the many African Americans who made overland journeys to the Pacific. This is a beautifully illustrated work to be shared in one read aloud session.

Wu, Dana Ying-Hui and Jeffrey Dao-Sheng Tung. *Coming to America: The Chinese-American Experience*. Brookfield, CT: Millbrook Press, 1993. A survey of the experiences of Chinese immigrants with background information on conditions in China which promoted emigration. This is a capsule account, parts of which could be read to the class to help explain push-pull factors of immigration and the context of the anti-Chinese laws of the late 19th century.

Yee, Paul. *Ghost Train*. Artist. Vancouver, Canada: Groundwood. ISBN 0888992572. In this beautiful picture book, Choon-yi's father asks her to join him in America where he is helping build a railroad. He dies before she arrives, but she finds solace and redemption in painting the tracks and engines he helped make possible.

Yee, Paul. *Tales from Gold Mountain*. New York: Macmillan, 1990. The history of Chinese immigrants is the basis for this collection of authentic folk tales. The stories are unusual and strikingly illustrated.

Yep, Laurence. *Tongues of Jade*. Illustrated by David Wiesner. HarperCollins, 1991. Yep presents folk takes told among the Chinese immigrants in the Oakland area that were collected as an oral history project during the Great Depression. Each section is prefaced with a discussion of how the stories reflect Chinese culture that proved so important to the immigrant. Yep's *Rainbow People* (Harper, 1989) contains 20 Cantonese folk tales. *Dragon's Gate* (HarperCollins, 1993), by the same author, captures the drama, pathos, injustice and thrill of building the Transcontinental Railroad through the Sierra Nevada mountains in 1867.

Yung, Judy. *Unbound Feet: A Social History of Chinese Women in San Francisco*. University of California Press, 1995. Yung's book, recommended for teacher background reading, is the story of Chinese American women in San Francisco during the first half of the twentieth century.

Zannos, Susan. *Cesar Chavez*. Childs, MD: MitchelLane. 1999. ISBN 1883845718. The son of Mexican immigrants who lost their store during the Great Depression, Chavez grew up oppressed and poor, moving from crop to crop. Infuriated by the unfairness and racism of the farm owners, he organized a union, which changed the lives of many immigrants. Large type makes this biography readable by many students.

Visual and Performing Arts Resources

"*American History: Growing Pains*." Shorewood Art Prints, n.d. These art prints are valuable in integrating the humanities into the history-social science program. Russell, Remington, and Bingham are but three of the artists included.

"*California's Gold*." VHS, PBS Los Angeles, 1991-1995. This video series explores topics in California history and aspects of every-day life in the state. "*California's Gold*" consists of five video sets, each of which contains 12 programs. A teacher's guide for each set gives an overview of programs within the set and suggests various resources and interactive instructional strategies. A sample of programs that support this unit of study include Weedpatch Camp (aired Dec. 13, 2000) and Citrus Industry (aired Dec. 6, 2000). This valuable resource for teachers and may be ordered from the California Department of Education, 1-800-995-4099 or KCET at (800) 266-5727.

Guthrie, Woodie. *Dust Bowl Ballads*. New York: Buddha Records 744659 97242. This new CD release of songs first recorded in 1940 paints a vivid portrait of American life during the Depression. Digitally enhanced, the folk songs chronicle everyday people and how they faced both drought and depression. Many of the songs mention moving to California. The ballads reflect the optimism that things can change for the better.

**McNeil, Keith and Rusty. *"California Songs with Historical Narrative, Volume II."* ISBN 1-878360-22-1. WEM Records. 16230 Van Buren Blvd. Riverside, CA 92504. These two compact discs provide the perfect supplement for this unit. The total playing time is 1 hour 40 minutes. Listen to the selections in advance to plan which ones you want to use. The historical narrative helps students complete the graphic organizers used in the unit.

The Transcontinental Railroad: 400 Rails to the Mile. Documentary Photo Aids. A story in pictures of Lincoln's written approval of the Union Pacific's right-of-way to the completion at Promontory Summit.

**California Water Map.* Water Education Foundation. 717 K Street, Suite 517, Sacramento, CA 95814. (916) 444-6240. This 24" x 37" full-color map features natural and man-made water resources throughout the state. Water facilities are color-coded to indicate federal, state or locally-funded projects and "wild and scenic" river systems. Also recommended is the brochure *Water Facts* which is available at 100 or more for $.20 each.

Appendix 1

Migration Interview

Student's Name_____ **Date**_____

Name of the Person Interviewed_____

Relationship to the Student_____

When did you, your parents or your ancestors come to California?_____

What language(s) did they speak?_____

How did they arrive in California?_____

Why did they come to California?_____

_____

How did they earn a living?_____

What adjustments had to be made to live in California?

_____

_____

Are there any interesting family stories about the move to California? (Record on the back of this paper.)

Appendix 2

Population Graph

Demographics about the growth of population in California.

1940	6,907,387
1950	10,586,223
1960	15,717,204
1970	19,971,069
1980	23,667,764
1990	29,760,021
2000	

Analyze the data on the chart. Note that California's population has grown greatly since 1940.

What do you think are reasons for the change in the population? How do you think this change in population has this affected California?

What do you think will happen to California's population during the 21st century?

Try to locate the population figures for California for each decade from 1850 to 1930 and for the year 2000.

Appendix 3

Chronological Timeline

	1850	1880	1910	1940	1970	2000
Newcomers:						
Water: **Imperial Valley** **LA Aqueduct** **Hetch Hetchy** **California Aqueduct**						
Historic Events: **Great Depression** **The Dust Bowl** **World War II**						
Industries: **Aerospace** **Electronics** **Agriculture** **Oil/Auto** **Defense** **Entertain-Ment**						

Appendix 4

What Do You Know About California in the 20th Century?

1. Who are the "People" of California? Where did they come from? What is the population of California and how did it change during the 20th Century?

2. Where do Californians get their water? How did California develop into a network of dams, aqueduct and reservoirs? How has water helped California develop into an agricultural and industrial power?

3. What effect did key historic events have on California's growth as an agricultural and industrial power?

- World War II
- the Great Depression
- the Dust Bowl

4. How have each of the following industries helped California become an agricultural and industrial power?

- aerospace
- electronics
- commercial agriculture
- oil and automobile
- communication and defense
- entertainment

Appendix 5

Startling Statements about California in the 20th Century

1. For more than 50 years, California has been the nation's #1 farm state.

2. California farmers and ranchers produce over 350 different crops and livestock.

3. Families own the majority of farmland in California.

4. Products grown exclusively in California include almonds, artichokes, dates, figs, kiwifruit, olives, persimmons, pistachios, prunes, raisins, clovers, and walnuts.

5. California is the nation's number one dairy state, producing 26 billion pounds of milk and cheese a year.

6. California's top farm product is milk and cheese. Other top products are grapes, nursery products, cattle and calves, and lettuce.

7. A migrant worker is someone who moves from place to place with the seasons, harvesting crops.

8. In the late 1800s and early 1900s many immigrants from all over the world arrived at ports in California and on the Atlantic coasts of the United States.

9. From 1910 until 1940 many people entered the United States through Angel Island. It is located in San Francisco Bay. Most of these immigrants were Chinese.

10. Edward Doheney discovered oil in Los Angeles in 1893. The search for "black gold" brought many people to southern California.

11. In 1901, George Chaffey built a canal to bring water from the Colorado River to the Imperial Valley. The irrigated land became one of the richest farming regions in the United States.

12. In the early 1900s, William Mulholland, had the idea to build the Los Angeles Aqueduct and bring water over 200 miles from the Owens Valley to Los Angeles.

13. In 1913, San Francisco received approval to built a dam on the Tuolummne River and flood the Hetch Hetchy Valley to create a reservoir to provide water for the city.

14. Hoover Dam was constructed in 1936 to control flooding and provide more water and hydroelectric power for nearby states.

15.The Central Valley Project was built in the 1930s to move water from the wetter Sacramento Valley to the drier San Joaquin Valley.

16. In 1909, Glenn Martin built California's first airplane factory in Santa Ana.

17. The airplane, the *Spirit of St. Louis* was built in San Diego by T. Claude Ryan and flown across the Atlantic Ocean in 1927 by Charles Lindbergh.

18. Southern California's mild climate made it possible to test-fly airplanes during most of the year.

19. Southern California's mild climate and sunny skies allowed moviemakers to make movies outdoors all year round.

20. The Great Depression that started in 1929 was a time when there were few jobs and people had little money.

21. The Great Depression began when banks that had lent too much money had to close. People lost their savings and could not afford to buy goods. Businesses failed, workers lost their jobs, and farmers lost their land.

22. In the 1930s there was a terrible drought in parts of the United States, including Kansas, Oklahoma, New Mexico and Texas. The soil became so dry it turned to dust and strong winds blew away the soil.

23. People left the Dust Bowl and moved to California because they wanted to find jobs.

24. California workers produced tanks, guns, airplanes, ships, and other equipment that helped American forces fight in World War II.

25. The population of California grew by more than two and a half million during the years of World War II as new people came to find jobs.

26. In February 1942 about 110,000 Japanese Americans in California, Oregon, Washington, and Arizona were ordered to go to relocation camps.

27. In 1988, the United States government apologized for its mistreatment of Japanese Americans during World War II.

28. In 1959 scientists in California invented the silicon chip, a tiny device that can store millions of bits of computer information.

29. In 1947, test pilot Chuck Yeager from Edwards Air Force Base in the Mojave Desert flew 700 miles per hour, faster than the speed of sound.

30. Several computer companies were started between San Jose and Palo Alto by the 1970s. The area was nicknamed Silicon Valley for the silicon chips used in computers.

31. By 1962, 40 percent of the nation's defense contracts for military testing and missile, rocket and satellite research went to companies in California.

32. In 1924, California ranked first among states in the production of petroleum.

33. Favorable climate conditions, low gasoline prices, and ready access to desert, beach, and mountains made the automobile very popular in California.

34. During the Great Depression unemployment was high in California and the rest of the nation. By 1934 one in every five workers in California did not have a job.

35. The hiring of women workers by defense industries increased during World War II.

Appendix 6

Development of California's Water System

	Location	When? (Key Dates)	Why? (Cause)	Key People	Impact (Effect)
Imperial Valley					
Los Angeles Aqueduct (Owens Valley)					
Hetch Hetchcy Aqueduct					
California Aqueduct					

How did California's water system help it become an agricultural and industrial power?

Appendix 7

State Water Project (California Aqueduct)

Despite the opening of the Central Valley Project in 1951, the rush of people to California in the years after World War II created a new interest in state development of additional water supplies to serve California's growing population. A plan was made to divert water from the Feather River to a multi-purpose dam, reservoir, and power facility near Oroville.

That winter, a devastating flood hit Northern and Central California, causing loss of life and extensive damage. This disaster highlighted the need for flood control on the Feather River. By 1959, the State Legislature passed the Burns-Porter Act, authorizing $1.75 billion in bonds to build the Project's initial facilities. Voter approval was won in 1960.

The purpose of the State Water Project is to store water and distribute it statewide. There are approximately 660 miles of canals and pipelines. Other purposes are flood control, power generation, water quality improvement, recreation, and the enhancement of fish and wildlife. Parts of the Project have been serving Californians since 1962.

Appendix 8

Multiple Paragraph Composition

(Note: The California Language Arts Standards state that Grade 4 students should create a multiple paragraph composition. The following prompt and guidelines are based on the Standards.)

Prompt: Create a multiple paragraph composition describing how _____ helped California become an agricultural and industrial power. (Fill in the blank with a topic such as "California's Water Systems," "World War II," "Aerospace," "Electronics," "Commercial Agriculture," "Oil and Automobile," "Defense and Communications," "Entertainment" or that fits your area of focus.)

The multiple paragraph composition should include details about:

- The area/location of California affected
- Dates when key events occurred
- Causes of the changes (Why the changes occurred)
- Effect (Impact) of the change
- Key people

The multiple paragraph composition should:

- Provide an introductory paragraph
- Include a topic sentence at or near the beginning of the first paragraph
- Include supporting paragraphs with simple facts
- Conclude with a paragraph that summarizes the points
- Draw from more than one source of information (speakers, books, newspapers, media sources)
- Capitalize proper nouns
- Indent paragraphs properly
- Use legible penmanship or demonstrate basic keyboarding skills

Students should revise selected drafts to improve coherence and progression by adding, deleting, combining and rearranging text

Appendix 9

Oral Report Guidelines

(Note: The California Language Arts Standards state that Grade 4 students should summarize major ideas and supporting evidence presented in formal presentations. The following guidelines are based on the Standards.)

Prompt: Present major ideas and supporting evidence describing how _____ helped California become an agricultural and industrial power. (Fill in the blank with a topic such as "California's Water Systems," World War II," "Aerospace," "Electronics," "Commercial Agriculture," "Oil and Automobile," "Defense and Communications," "Entertainment" or that fits your area of focus.

The presentation should include details about:

- The area/location of California affected
- Dates when key events occurred
- Causes of the changes (Why the changes occurred)
- Effect (Impact) of the change
- Key people

The presentation should:

- Summarize major ideas and supporting evidence
- Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas
- Emphasize points to assist the listener/viewer in following ideas
- Use details and examples to explain or clarify information
- Use appropriate volume, pitch, phrasing, pace and gestures expressively to communicate meaning
- Draw from more than one source of information

Appendix 10

Effects of Key Historic Events

	Location	When? (Key Dates)	Why? (Cause)	Key People	Impact (Effect)
Great Depression					
Dust Bowl					
World War II					

How did these key historic events help California become an agricultural and industrial power?

Appendix 11

Development of New Industries in California
(Since the turn of the 20th Century)

	Location	When? (Key Dates)	Why? (Cause)	Key People	Impact (Effect)
Aerospace					
Electronics (Technology)					
Large scale commercial Agriculture					
Oil and Automobile					
Communications and Defense					
Entertainment					

How did these industries help California become an agricultural and industrial power?

Appendix 12

Story of a Chinese Immigrant

Fatt Hing, a nineteen-year-old fish peddler who lived in South China, heard stories about the world beyond China. One day while on the docks, Fatt Hing heard a great deal of commotion and saw the excitement in the faces of many of the fishermen and dockworkers. Someone had said that there was a place where gold could be picked up from the ground, a placed called Gam Saan, "Gold Mountain."

Fatt Hing decided to seek his fortune but did not tell his parents of his plan since they would forbid him to go across the ocean to a strange land. He knew that it was against the law for Chinese to emigrate from China. He also knew that many Chinese from his village had left to work in other countries but were to return home after their work contract ended, but few had returned.

As he expected, when he told his parents that he wanted to go to Gam Saan and would return with money so that they could live comfortably, they refused to permit him to leave. It took many months for Fatt Hing to convince his parents to let him go. His father sold their water buffalo and his mother pawned her earrings to pay for his passage. Fatt Hing was lucky. He did not have to arrange for passage through a ticket broker.

Once on board a Spanish ship bound for California, Fatt Hing discovered that the ship was filled with men like himself seeking wealth in Gam Saan. The passengers ate, slept, and passed much of the day below deck. The air in the ship's hold was foul. Much of the deck of the ship was roped-off and Fatt Hing and his fellow passengers were forbidden to go beyond the ropes. Fatt Hing spent most of the days and nights with his nose pressed against a crack in the boards covering the ship's hold. He wondered if he had not made the biggest mistake of his life in leaving home. As the weeks passed rumors began to spread that they had been deceived; that there was no mountain of gold. Some said they were told stories of gold to hoodwink them into boarding the ship and that they would be sold into slavery.

Towards the evening of the 95th day of the voyage, the captain had the holds opened and the men crowded onto the deck where they could see San Francisco on the horizon.

Adapted from Betty Lee Sung's *Mountain of Gold: The Story of the Chinese in America* (New York: The Macmillan Company, 1967), pages 22-25.

Appendix 13

Chinese Life in California Mining Gold

... The stories that they told in China about picking up gold from the ground aren't true. We have to work very hard to get our gold. I work six days a week from when the sun rises until it goes down. My partner and I use a special wood box to mine the gold. One of us shovels dirt and gravel from the riverbed into the box. The other person rocks the box while pouring water in it. The water washes the dirt away and the rocking separates the gold from the gravel. Most of the gold comes in the shape of tiny flakes and small nuggets. We mined $35 worth of gold in the first week. With luck, in two years I may be able to return to China a wealthy man. Sometimes I think that I won't go back to China. There are nights that I dream of starting a new life here. In my dreams, I see us raising a family and running a store like Sun Woo's. But the people in America don't seem to like us even though we do little to bother them. They make it hard to live here in peace.

From *Chinese Americans, Past and Present* by Don Wong and Irene Dea Collier.

Appendix 14

RAFT Writing Activity and Assessment

ROLE

AUDIENCE

FORM

TENSE - TOPIC -TIME

RAFT writing immerses the writer into a specific scene.

EXAMPLES OF RAFT ASSIGNMENTS

- You are (TENSE) an immigrant working on the final link of the Transcontinental Railroad and witness the driving of the golden spike (ROLE) at Promontory Point in the Utah territory. Describe what transpired in a letter (FORM) to friends (AUDIENCE).
- You are (TENSE) suddenly stranded in San Francisco (ROLE). You find a telegraph office (FORM) and send a telegraph to a friend in Los Angeles (AUDIENCE). Write the telegraph message, explaining exactly where you are.
- You are a political cartoonist for a San Francisco newspaper (ROLE and AUDIENCE). Design a cartoon (FORM) that illustrates a major event that has taken place (TENSE). Include a caption and your signature as the artist.
- You were (TENSE) one of the ships carrying immigrants to California. In a story (FORM) to the other ships (AUDIENCE) which are in the San Francisco harbor, explain (ROLE) what new and different things you saw.
- You are (TENSE) a Chinese worker who decided to return to China after witnessing the anti-Chinese demonstrations in San Francisco (ROLE). As others gather around you on the dock in Canton (AUDIENCE), recount your tales through the "fortunately, unfortunately" format (FORM).

ASSESSMENT OF RAFT CHECKLIST

YES		NO
_____	I could identify the ROLE you assumed.	_____
_____	It was consistent.	_____
_____	I could identify your AUDIENCE.	_____
_____	You followed the prescribed FORM.	_____
_____	You used the appropriate TENSE.	_____
_____	You paid attention to mechanics.	_____

OVERALL EFFECT:

Poor Average Good Excellent

Comments:

_____

_____

_____

_____

Appendix 15

Wall Newspaper Project

Each group of students will need the following materials:

- ✓ One or two pairs of scissors
- ✓ One or two rulers (yard stick or meter sticks)
- ✓ Lined and unlined paper for articles, pictures, etc.
- ✓ Masking tape (for practice arrangement of articles, pictures, etc.)
- ✓ One or two bottles of glue or paste
- ✓ Poster board or construction paper
- ✓ Thin black markers
- ✓ Assorted colored markers
- ✓ Sample newspaper for page layout

Suggest that students:

1. Leave one to two inch borders
2. Make headlines
3. Use graphics throughout the newspaper

Appendix 16

Readers Theater

❖ **What is Readers Theater?**

Reader's Theater is an oral presentation in which students perform a work reading from a script. Speakers portray different characters and one or more narrators fill in the plot. The key to a good reader's theater is simplicity, and action is minimal.

❖ **Where do you get a script?**

A good script is an essential aspect of Readers Theater. The script can be taken from a variety of sources such as excerpts from primary source documents including speeches, diary entries, and autobiographies; novels, short stories, or plays--or, students could be encouraged to write an original script. These are but a few of the available resources for developing a Readers Theater script.

❖ **What resources do you need?**

No props are required. Chairs or stools and readers stands are useful but not necessary. Simple scenery backdrops and costumes could be used, but elaborate sets and wardrobe are discouraged.

❖ **Suggestions for a Readers Theater Performance**

1. Adapt a story or document. Have a narrator establish the context and divide the story so students can perform the dialogue of the different characters.

2. Provide student readers with a short script that would take five to ten minutes to perform. Scripts may be stapled into construction paper folders. Students highlight or underline their parts in the script.

3. Performers do not memorize their parts but read from the script. Traditionally readers do not look at one another. Instead readers look just beyond the audience which is known as an "off stage focus."

4. Movement, gestures, and staging may be used to enhance the presentation but should not detract from the literature of historical document that is the central focus of the activity. Because action is minimal, participants should be encouraged to portray their roles with a variety of expressive gestures and voice inflections.

5. When reading a part or involved in a dialogue, students face the audience. If characters are not directly involved in the script they remain "on stage" and simply turn to the side or their backs to the audience.

6. For non-fluent readers (or young children), the teacher can read each of the lines aloud followed immediately with a repetition by the student portraying that character.